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ABSTRACT

This study investigated the effect of dialogue journal writing on the writing quality, reading comprehension, and writing apprehension of college freshmen studying English-as-a-Foreign-Language (EFL) in a Korean university. Subjects were 207 students in four intact reading sections of a freshman English reading course. For a 10-week period, students in two sections wrote dialogue journals, and their progress was compared with that of the other two sections in pretest/posttest format. Writing quality was assessed holistically in two essays. Reading achievement was evaluated with two reading comprehension subtests of the Test of English as a Foreign Language (TOEFL). A writing apprehension scale was also used before and after the dialogue journal period. Results indicate that the journal-writing groups progressed better in all three areas, although not always to a degree that was statistically significant. Some sampling limitations are also noted. It is concluded that use of dialogue journals may be an effective technique in EFL instruction in general and in reading instruction in particular. Contains 49 references. (MSE)

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This experimental study investigated the effect of dialogue journal writing for reading courses on the writing quality, reading comprehension, and writing apprehension of Korean EFL college freshmen. Dialogue journals have been studied in the U.S. at several grade levels, from grade three through college, and with several populations, including second language learners. Based on the study findings (Blanton, 1987; Lucas, 1990; Peyton, 1990; Shuy, 1988; Staton, 1984, 1988; Staton & Peyton, 1988; Steffensen, 1988; Walworth, 1990), the journals offer several ways to develop students' communicative ability--writing proficiency, reading comprehension achievement, and writing attitude. Most of those studies are qualitative or text-based in focus, except one quantitative study, a MA thesis by Wolter (1986). Moreover, the studies revealed some shortcomings in their research design. Therefore, with more controlled investigation, this study provides further quantitative evidence for the value of dialogue journals and extends the scope of past studies by including an EFL population.

Background

Reading, Writing, and Reading-Writing Relationship: Traditional vs. New Model

In Korea, English has been taught as a foreign language (EFL) at all levels of educational settings.

At colleges, the viewpoints of reading and writing have been as follows: Reading is receiving, involving translation of and understanding the author's message, while writing is producing, involving transmission of the writer's message and making it clear for others. Accordingly, the teaching of reading has continued to reflect "a transmission model of reading" (Zamel, 1992, p. 463), focusing on the identification and retrieval of a set of ideas in the text. This aspect is most evident in the comprehension questions in reading texts, which call for a predetermined

answer rather than the interpretation of the student reader. On the other hand, the teaching of writing has put emphasis on the written product. Students have written on teacher-given topics, and in response, their teacher has focused on vocabulary, sentence structure, grammar, and mechanics. Writing itself has almost always been served as an evaluative purpose, causing high writing apprehension of student writers. Concerning the reading-writing relationship, traditionally, reading has been recognized as having an influence on writing by providing ideas to write about and a model to internalize for writers, however, writing has not been recognized as having an influence on reading. Therefore, reading and writing instruction have been given in separate classes. These current viewpoints of, teaching practices of, and concept of relationship between English reading and writing at Korean colleges correspond to those of the 1970s in American language educational contexts.

However, thereafter, the traditional model of reading and writing has been challenged in the U.S. and elsewhere, in Britain, Australia, and New Zealand, for examples, and a new model has emerged in the 1990s.

Scholars claim that both reading and writing share the same generative cognitive processes as a means of thinking, composing, and constructing activities, and they involve not only the pursuit of self-discovery but interaction among participants as communicators (Stotsky, 1983; Tierney, 1992; Tierney & Shanahan, 1991). Accordingly, the teaching of reading has needed to reflect the research that reading is an interaction between the language on the page and the purposes, expectations, and prior knowledge of the reader (Carrell & Eisterhold, 1987; Clarke & Silberstein, 1987; Langer, 1990; Marshall, 1987; Rigg, 1991). Gross (1991) examined how traditional methods of teaching literature were replaced by more interactive approaches to text at one traditional school, with two teachers and four English classes of

intermediate-level eighth and ninth grade over one quarter of a school year, finding that student grades increased remarkably with the changes. Also, a new paradigm has influenced the teaching of writing, advocating that writing is a recursive process involving learning and developing, and that content and need to communicate determine form (Hairston, 1982; Marshall, 1987; Raimes, 1985, 1991; Zamel, 1987). Therefore, the teaching of writing in this process-centered mode encourages students to be engaged in creating meaning by self-generated topics and free writing, to draft and redraft, and to write for themselves and others with purpose, and it also allows teachers to intervene in their students' writing process and to eliminate grades. Accordingly, students' writing apprehension can be decreased in this mode of teaching writing. Faigley, Daly, and Witte (1981) maintain that, compared with their highly anxious counterparts, low-apprehensive writers produce essays significantly longer and syntactically more mature by developing their ideas better and putting more information into each communicative unit. Concerning the reading-writing relationship, Fountas and Hannigan (1989), Spack (1988), Tashlik (1987), and Zamel (1992) speculate that reading and writing are complementary acts. Zamel continuously discusses that reading provides learners a subject matter to write about and a paradigm to internalize; writing helps learners to understand why and how texts are written by making them decide on purpose, sequence, and language, and to apply this understanding to reading. Furthermore, writing promotes critical reading. Scholars (Elbow, 1991; Tashlik, 1987; Tierney & Shanahan, 1991) contend that students who write before reading can negotiate meaning with their own purpose when they read texts written by others. Zamel in the same source also claims that students who write during and/or after reading can realize that reading is open to revision, because they may offer their initial and tentative responses, go back to the text, and bring

new responses to it. Therefore, some scholars (Goodman, 1991; Tierney & Shanahan, 1991; Zamel, 1992) have argued that reading and writing are best taught together, for, reading leads to better writing performance, writing brings about improved reading comprehension, and combined instruction can result in improvements in both of them.

Then, what specific activities in Korean EFL college classrooms can combine reading with writing, give students experiences with both the interactive approach to reading and the process-centered approach to writing at the same time, and especially have those students recognize complementary reading-writing relationship? One answer might be to have them write dialogue journals about reading content in the reading class.

Dialogue Journals: A New Theoretical Model and Research Findings

Dialogue journals are informal writings exchanged between a teacher and students on a regular basis over an extended period of time. They are written to communicate about student-chosen topics, and the writing purpose is functional, i.e., discussing and solving problems, arguing, questioning, and etc. Students can be required to write in their journals a minimum of three sentences each time but, beyond that, they are free to decide what to write, when to write, and how much to write. The teacher responds solely to meaning, not correcting errors and not individually grading the journals. Also, the writing mode can provide students with an opportunity for individual tutorial relationship with their teacher (Staton, 1987). These aspects of dialogue journal writing reflect the process approach to writing. Also, content-focused dialogue journal writing is well congruent with the interactive approach to reading since, prior to reading, students can write their expectation of the content and their purpose for

reading, and during and/or after reading, they can write their response to the content and then revise it.

Therefore, it was hypothesized that writing dialogue journals might increase students' writing ability and reading comprehension and also reduce their writing apprehension, and this has been empirically supported in both first and second language instruction. First, writing dialogue journals appears to develop students' writing proficiency by making them use their oral communicative competence in performing written communication (Shuy, 1988), heightening their written language competence from the teacher's language input (Staton, 1984), encouraging them to write about various topics (Staton & Peyton, 1988) and elaborate them (Staton, 1988), and promoting their acquisition of the written forms of second language (Peyton, 1990). Second, writing dialogue journals appears to develop students' reading comprehension achievement by heightening the skill of integrating their background knowledge with the texts through inference (Walworth, 1990); especially when ESL students read English texts requiring knowledge of American cultural norms, writing dialogue journals can develop the students' cross-cultural understanding by making them deal with both native and target cultures through their teacher's questions (Steffensen, 1988). Third, writing dialogue journals appears to reduce students' writing apprehension (Blanton, 1987; Lucas, 1990).

Those studies suggest the usefulness of broadening L2 studies to include English as a foreign language contexts. None of the studies dealt with EFL populations. Therefore, this study was established to provide a preliminary test of reading-writing relationship, using dialogue journals as a focus and comprehension questions as its counterpart.

Research Questions

This study posed three questions as follows:

(1) Do Korean EFL college freshmen who write dialogue journals about their reading content, improve their writing quality, more than do similar students who answer comprehension questions about the same content?

(2) Do Korean EFL college freshmen who write dialogue journals about their reading content, improve their reading comprehension, more than do similar students who answer comprehension questions about the same content?

(3) Do Korean EFL college freshmen who write dialogue journals about their reading content, decrease their writing apprehension, more than do similar students who answer comprehension questions about the same content?

Method

Design

The experiment was conducted at a Korean university throughout the first semester of 1996-1997 academic year, using four intact reading sections of freshman English instead of truly randomized groups. For a duration of 14 week meeting period, students in two experimental sections wrote dialogue journals over a ten week period, and their progress was compared with the progress of students in two control sections who answered comprehension questions over the same period.

Details of the experimental design and analysis are available in Song (in press).

Subjects and participating teachers

At the university where this study was conducted, students have been enrolled in freshman English as intact groups by their choice of major. For the study, the students who chose to major in pharmacy, law, education, and pre-medicine, each, were involved. Pharmacy major and law major were assigned to the experimental group, and education major and pre-medicine major, to the control group, for their interest level in English and academic proficiency level to be balanced. 207 freshmen made up the initial population and each major consisted of about 50 students. The two participating teachers, having similar academic backgrounds (one a Ph.D., the other an ABD, both in English literature) and similar teaching experiences in reading (2 years at three schools, and 6 years at one school, per semester, each), taught the one-semester course, each teaching one section each of the experimental and the control sections. Teacher 1 taught pharmacy major and education major, and teacher 2, law major and pre-medicine major. They agreed that the purpose of the study was to compare the effects of two writing practices in the reading class and both treatments deserved to be tried in an identical manner. None of them were informed of the expected results of this study.

Procedures

Classes met for 100 minutes once a week. For both sections, the two teachers taught with the Grammar-Translation Method and followed the same systematic sequence in the course syllabus for instructional lessons. Course requirements were also the same for both sections. Experimental group students wrote dialogue journals on six reading chapters: They wrote entries about the reading content with self-generated topics before they began to learn or during the learning process of or after they

learned each given chapter. They were told that the entries should be at least three sentences in length (Staton, Shuy, Peyton, & Reed, 1988). Those entries were communicatively responded to by the experimenter. For response, she focused on the students' personal meaning and content, with no grade and no error correction. On the other hand, control group students wrote brief answers to comprehension questions on the same six chapters: They answered before they began to learn each given chapter. Those answers were graded and the errors on the predetermined content and formal linguistic features were corrected. Here, while writing dialogue journals reflects new approaches to reading and writing (interaction model of reading and process approach to writing), answering comprehension questions represents a traditional approach to reading and writing (transmission model of reading and product approach to writing).

Measures

To know the effect of each treatment on writing quality, reading comprehension, and writing apprehension of the subjects, this study used a Pretest-Posttest Control Group Design (Campbell & Stanley, 1963). For writing ability, two essay writing tasks in a narrative form were administered, one before treatment and the other after treatment. There were four writing topics--my dream in the past, friendship in my life, my hope for the future, and filial piety in my life. Two were categorized into form A and the other two, form B, by coin toss, for the students to have a topic choice for each test. The two forms were also randomly crossed by coin toss for those students to get one form for the pretest and to have the other form for the posttest. Each test was taken for 30 minutes during the class time, since most theorists (Cooper, 1977; Diederich, 1974) believe a direct sample is the best way to measure writing ability. For both tests and both sections, students received the

writing task one week before they had to write. This followed the claim of the importance of student involvement in a writing task (Emig, 1971; Pianko, 1977; Sanders & Littlefield, 1975) and the necessity of giving them time for thinking about the task before actual writing (Bridwell, 1979). For reading achievement, two subtests--reading comprehension parts--of TOEFL (dated Nov. 17, 1984/Aug. 3, 1985) were given, one before treatment and the other after treatment, for 30 minutes, each. The two subtests were randomly crossed by coin toss for the students in each section to take one for the pretest and the other for the posttest. For writing apprehension, the Writing Apprehension Scale developed by Daly and Miller (1975) was used for both pre- and posttest, for 15 minutes each time.

Scoring

To measure the quality of writing tasks, holistic scoring was used, a single qualitative holistic judgment based on the factors of ideas, organization, style, vocabulary, and sentence structure; as an assessment measure, a 6-point scale was adopted, which has been used in the TWE (Test of Written English). Two raters for the writing samples were carefully chosen, matching their academic backgrounds, teaching experience, and agreement about the nature of good writing, to achieve inter-rater reliability. And they were asked to read for an overall impression of each writing task (Cooper, 1977), valuing the communicative aspect of it, and to "reward the student for what the student does well" (adopted from the ETS's Advanced Placement Examination - XXX, 19XX). For the scoring sessions, all the writing tasks were appropriately coded and randomly mixed, so that none of the raters knew whether a task came from the pretest or the posttest section or from a student in any particular field of study or from a student in an experimental group

or in a control group. The written papers were read by two raters and the two scores for each paper were added. On the papers where the two raters disagreed by more than one point, the third rater arbitrated them. Accordingly, every paper received the score to which at least two raters agreed within one point difference. All the papers scored, inter-rater reliability was calculated using Kendall's revision of the Spearman rank order correlation coefficient (Kendall, 1948). This recalculation produced an inter-rater reliability of .83, a figure above the generally accepted minimum of .80 required to insure that ratings from holistic scoring are reliable (Cooper, 1977; Diederich, 1974). Scoring of TOEFL comprehension subtests and writing apprehension tests was mechanical and objective. When the scoring of the 3 kinds of data was completed for 166 students who either wrote dialogue journals or answered comprehension questions more than 5 times throughout the semester, whole class data for each kind were averaged for the whole class gains and the gains were subjected to statistical analysis for significance set at $p < .05$, using ANOVA.

Results

This section reports statistical analysis of treatment variable relating to the data items gathered in the study:

- the effect of treatment variable on overall writing quality, as gathered from holistically rated writing samples (Cooper, 1977; McAndrew, 1983);
- the effect of treatment variable on reading comprehension, as gathered from the reading comprehension section of TOEFL (Educational Testing Service, 1984, 1985);
- the effect of treatment variable on writing apprehension, as gathered from the Writing Apprehension Scale (Daly & Miller, 1975).

Overall writing quality

The mean changes in overall writing quality, pre- to posttest, show improvement for both groups (See Table 1.), and the significance test indicates that the treatment effect was statistically significant, favoring the experimental group, F (2, 166) = 5.0574, p = .0259 (Table 2).

Table 1

Analysis of Overall Writing Quality Mean Change Pretest to Posttest by Treatment

Treatment	Pretest	Posttest	Change
Experimental Group	1.933	2.492	+0.559
Control Group	1.914	2.247	+0.333

Table 2

Test of Significance for Holistically Scored Writing by Treatment

Source	df	F	Sig of F
between groups	1	5.0574	.0259*
within groups	164		

*p < .05.

Figure 1 displays a graphic representation of the holistically scored writing mean change by treatment, drawing the mean change for experimental group with a solid line and that for control group with a broken one (Insert figure 1 here).

Reading comprehension

The mean changes in reading comprehension, pre- to posttest, show improvement for both groups (Table 3), and the significance test indicates that while the treatment effect favored the experimental group, it was not statistically significant, F (2, 166) = .8813, p = .3492 (Table 4).

Table 3

Analysis of Reading Comprehension Mean Change Pretest to Posttest by Treatment

Treatment	Pretest	Posttest	Change
Experimental Group	16.889	19.322	+2.433
Control Group	16.829	18.553	+1.724

Table 4

Test of Significance for Reading Comprehension by Treatment

Source	df	F	Sig of F
between groups	1	.8813	.3492
within groups	164		

*p < .05.

Figure 2 displays a graphic representation of reading comprehension mean change by treatment, drawing the mean change for experimental group with a solid line and that for control group with a broken one (Insert Figure 2 here).

Writing apprehension

The mean changes in writing apprehension, pre- to posttest, show reduction for both groups (Table 5), and the significance test indicates that while the treatment effect favored the experimental group, it was not statistically significant, F (2, 166) = 2.6597, p = .1048 (Table 6).

Table 5

Analysis of Writing Apprehension Mean Change Pretest to Posttest by Treatment

Treatment	Pretest	Posttest	Change
Experimental Group	81.411	76.567	-4.844
Control Group	77.605	76.237	-1.368

Table 6

Test of Significance for Writing Apprehension by Treatment

Source	df	F	Sig of F
between groups	1	2.6597	.1048
within groups	164		

*p < .05.

Figure 3 displays a graphic representation of writing apprehension mean change by treatment, drawing the mean change for experimental group with a solid line and that for control group with a broken one (Insert figure 3 here).

Conclusions and Implications

From the data analysis, conclusions were drawn and, for teachers, implications were offered. These can be discussed in the order of (1) answers to the initial research questions, (2) confounding effects of teacher effectiveness and of students' choice of major field, (3) study limitations, and (4) implications for teachers.

First, writing dialogue journals improved the students' writing quality more than answering comprehension questions, and the gain was statistically significant, $p = .0259$; differences in reading comprehension improvement and writing apprehension reduction were not statistically significant ($p = .3492, .1048$, respectively), although the gains favored the dialogue journal writing group.

Second, however, during the process of analysis, it was found that the effect of treatment was confounded by two factors, a strong teacher and a strong effect of students' choice of major. And the effects of these two factors were both statistically significant, contributing to the better performance for journal writing group. Here, let's discuss these confounding effects.

Regarding the effect of students' choice of major, the students majoring in law, having higher academic proficiency, objectively measured by the nationwide standardized entrance exam, and showing much more interest in and hard-working attitude towards freshman English courses than the students in the other majors in this study, marked the greatest increase in writing quality and the greatest reduction in writing apprehension through pre- to posttest. And, according to Student-Newman-Keuls Procedure, the mean changes for law major students in both areas tested were significantly different from those for the students in the other major fields at the .05 level. Table 7 through 10 substantiate these aspects.

Table 7 indicates the mean changes in overall writing quality, pre- to posttest, for the students' choice of majors, and the significance test indicates that there is a statistically significant difference between the mean changes for them (Table 8).

Table 7

Analysis of Overall Writing Quality Mean Change Pretest to Posttest by Students' Choice of Major

Major	Pretest	Posttest	Change
Pharmacy	1.931	2.230	+0.299
Law	1.936	2.833	+0.897
Education	1.688	1.975	+0.287
Pre-medicine	2.167	2.549	+0.382

Table 8

Test of Significance for Holistically Scored Writing by Students' Choice of Major

Source	df	F	Sig of F
between groups	3	9.1367	.0000****
within groups	162		

****p < .0001.

Table 9 indicates the mean changes in writing apprehension, pre- to posttest, for the students' choice of majors, and the significance test

indicates that there is a statistically significant difference between the mean changes for them (Table 10).

Table 9

Analysis of Writing Apprehension Mean Change Pretest to Posttest by Students' Choice of Major

Major	Pretest	Posttest	Change
Pharmacy	80.078	80.667	+ 0.589
Law	83.154	71.205	-11.949
Education	78.450	75.975	- 2.475
Pre-medicine	76.667	76.528	- 0.139

Table 10

Test of Significance for Writing Apprehension by Students' Choice of Major

Source	df	F	Sig of F
between groups	3	8.1129	.0000****
within groups	162		

****p < .0001.

In this way, the excellent performance of law major students, belonging to the journal writing group, brought about better results for the dialogue journal group.

Also, regarding the effect of teacher, teacher 2 group, composed of law major and pre-medicine major, remarked excellent results compared

with teacher 1 group, composed of education major and pharmacy major, as follows (Table 11):

Table 11

Teacher Effects by Variables Analyzed

Mean Change	Teacher 1	Teacher 2	Difference Favoring T2
Writing Quality	+0.294	+0.650	+0.356***
Writing Apprehension	+0.759	+6.280	+5.521**

Note. Writing Apprehension mean change scores have been reversed, - to +, to show positive effects for reduced writing apprehension.
**p < .01. ***p < .001.

Here, as seen in the effect of students' choice of major, the distinguished performance of law major students contributed a lot to the better results for the teacher 2 group. Here again, it is speculated that the instructional method and approach to teaching reading teacher 2 used might have greatly influenced law major students' outstanding gains. Because, while the students in the other majors in this study were taught with the Grammar-Translation Method and the transmission model of reading for meaning by teacher 1 or teacher 2, law major students, with the eclectic method including a lot of group work and the interaction model of reading for meaning by teacher 2. Accordingly, the effect of treatment was confounded by the effect of students' choice of major and the effect of teacher with the students majoring in law.

Third, there were some limits in "dialogue" for the journal entries written by experimental group students, which might cause those entries

to be called "modified dialogue journals." The limits were as follows:

- The experimenter couldn't continuously interact with the students about a topic and let them elaborate on it for some time, which is usual for dialogue journal writing. Because they wrote only one entry for each reading chapter and she also responded just once to their each entry;
- many students wrote their entries in a formal, literary style, which is expected in an assigned writing, not in an informal, conversational style, which is expected in dialogue journal entries; and
- the entries of many students were not so often functional. They wrote their each entry like a summary writing or in a descriptive style.

Finally, with those confounding effects and limitations, implications were offered for teachers as supporting the use of dialogue journal writing in EFL reading courses. This can be specified by discussing, in turn, (1) the effectiveness of writing dialogue journals over answering comprehension questions, (2) dialogue journal use in the EFL setting, and (3) dialogue journal use in the reading class.

The Effectiveness of Dialogue Journal Writing

As supported in this study, writing dialogue journals may be more effective than traditional practice (answering comprehension questions) regarding three points.

A. Dialogue journal writing is demonstrably better in improving students' writing quality. Therefore, teachers of EFL reading courses might well consider using dialogue journals as a vehicle for improving students' writing ability. For this, we have reason to believe from "writing across the curriculum" studies (see Anson, Schwiebert, & Williamson, 1993) that writing in a mode which manipulates possibly new information (i.e., personal reaction) for a reader who is not an examiner

like writing dialogue journal entries is a powerful way of improving writing, while writing in a mode which manipulates known information for teacher as examiner like answering comprehension questions is not.

B. Dialogue journal writing is possibly better in improving students' reading comprehension. Therefore, teachers of EFL reading courses might well consider using dialogue journals as an alternative to traditional comprehension questions as a vehicle for improving students' reading comprehension. Why is this so? Because writing dialogue journals seems just as good for testing "has read and understood"; it may encourage "think about what you've read" more than traditional questions; it may also encourage higher level responses (like, "Did I enjoy reading this?") rather than lower level responses ("What color is Ivanhoe's horse?").

C. Dialogue journal writing is possibly better in reducing students' writing apprehension. This finding seems peripheral to the major findings above. The Writing Apprehension measure has no more than face validity, and reducing writing apprehension is not, in itself, a legitimate goal of a reading course. It is interesting, however, that writing dialogue journals has a measurable effect on this attitudinal measure.

These results are congruent with other empirical studies in L1 and L2 contexts about dialogue journal writing. Therefore, all things being equal, writing dialogue journals would be a reasonable alternative to the traditional practice.

Dialogue Journal Use in the EFL Setting

Writing dialogue journals may be a useful technique in the EFL classrooms as it has been in the classrooms with native speakers and ESL classrooms. None of the studies prior to this dealt with EFL populations, and those prior studies with first and second language classrooms revealed some shortcomings in their research design--no control over wide individual variation and no control over treatment.

Furthermore, with ESL populations, gains attributed to specific classroom procedures--dialogue journals, in this case--are confounded by the rich second language environment that surrounds students outside of the classroom. Therefore, this preliminary EFL study can support strongly the value of dialogue journal use by providing a more controlled investigation--control for treatment, teacher, and rater, coding and scoring essays in an appropriate condition, using holistic rating, achieving more than .80 inter-rater reliabilities on holistic scoring, gathering and averaging whole class data for the whole class gains, and subjecting the gains to statistical analysis for significance.

Dialogue Journal Use in the Reading Class

Writing dialogue journals may be a useful technique in the reading class as it has been in other subject classes, for example, in literature class (Wells, 1993), language arts/reading methods courses (Hennings, 1992), sociology course (Reinertsen & Wells, 1993), and writing course (Lucas, 1990). Therefore, it seems worth having students write dialogue journals in the reading class or, at least, teaching writing in the reading class. Accordingly, the current curriculum for freshman English at the college where this experiment was conducted, which separates reading from writing instruction, has to be perhaps reorganized into combining both instructions in one class.

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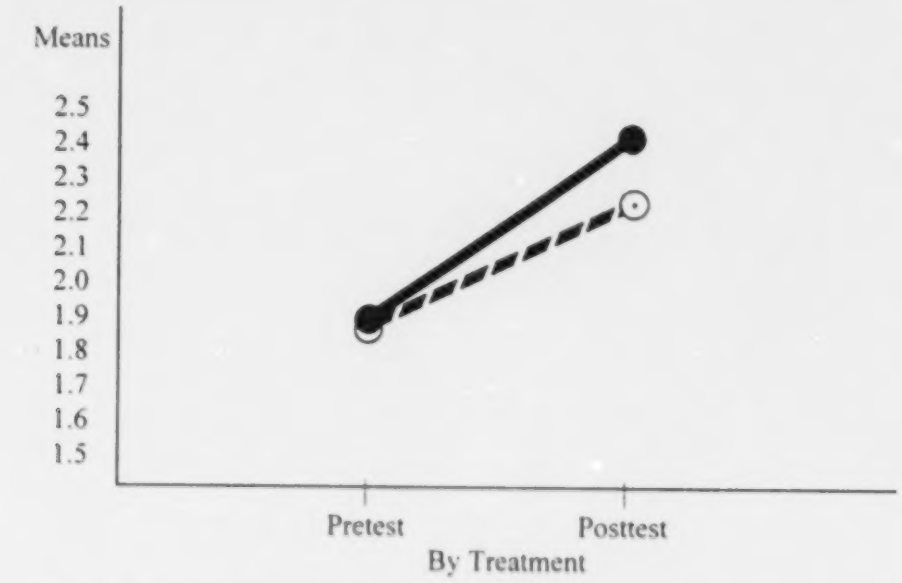
ABSTRACT

This study investigated whether writing dialogue journals significantly improved both writing quality and reading comprehension and also decreased writing apprehension of Korean college students who have learned English as a foreign language. Traditionally, reading and writing were taught separately, for, they were not recognized to have complementary relationship. However, in the 1990s, scholars have argued that reading and writing are best taught together, for, since they are complementary acts, combined instruction leads to improvements in both of them. Therefore, an experiment was conducted on a new model of reading-writing relationship, using dialogue journals as a focus in the Korean college reading classes. Of freshman English reading courses, students (207 initial subjects) were assigned to experimental or control groups. Two teachers taught the one-semester course, each teaching one section each of experimental and control sections. Experimental group students wrote dialogue journals, reflecting new approaches to reading and writing, and the journals were communicatively responded; control group students answered comprehension questions, reflecting a traditional approach to reading and writing, and the answers were graded and their errors were corrected. Then, the progress of 166 students in both sections was compared through pre- and posttest, using statistical analysis for significance. Variables analyzed were: (1) change in writing quality, measured by holistic rating; (2) change in reading comprehension, measured by the comprehension subtest of TOEFL; and (3) change in writing apprehension scores (Daly & Miller, 1975). Results showed that writing dialogue journals improved students' writing quality more than answering comprehension questions, and the gain was statistically significant. Differences in reading comprehension improvement and writing apprehension reduction were not statistically significant, although the gains favored the dialogue journal writing group. However, the effect of treatment was confounded by the effect of teacher and the effect of students' choice of major field, and both of these two effects were found statistically significant. The findings supported the use of dialogue journal writing in EFL reading courses. Implications were offered for teachers and curriculum reorganization. Forty-nine references are provided.

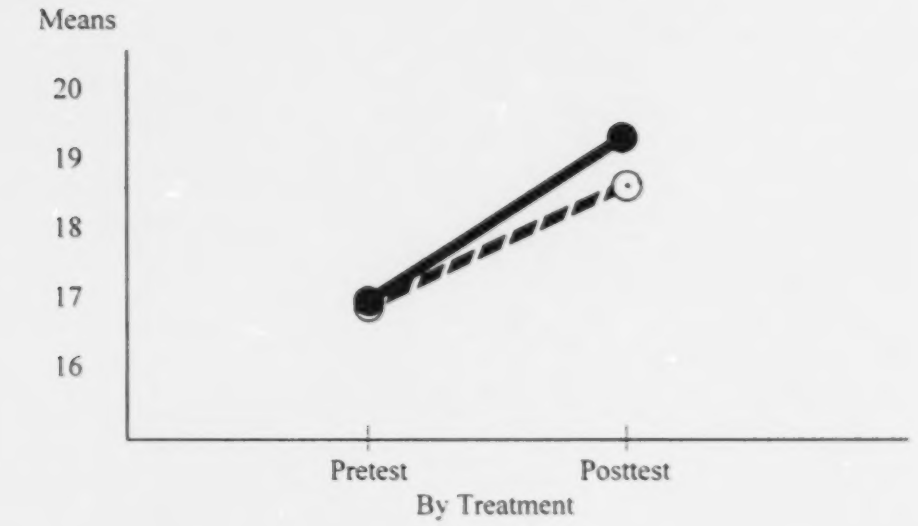
Figure 1: Graphic representation of the holistically scored writing mean change by treatment



Mean score, by Test

● Experimental	1.933	2.492
⊙ Control	1.914	2.247

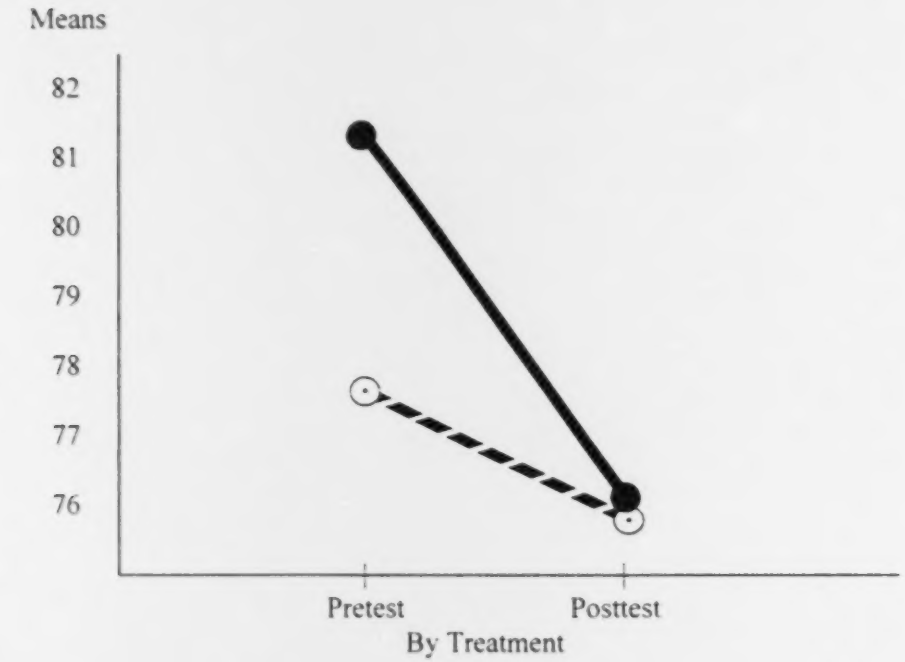
Figure 2: Graphic representation of reading comprehension mean change by treatment



Mean score, by test

● Experimental	16.889	19.322
⊙ Control	16.829	18.553

Figure 3: Graphic representation of writing apprehension mean change by treatment



Mean score, by test

● Experimental	81.411	76.567
⊙ Control	77.605	76.237